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ABSTRACT

Developed for use in the Dade County, Florida, school system, this training manual presents an overview of curriculum materials, course design and methodology by which a unit in peer counseling can be conducted. It is designed to aid students in developing facilitative behavior and counseling skills. Goals of this training program for peer counseling include: (1) increasing students' awareness of themselves and others; (2) developing facilitative communication skills; (3) developing problem-solving and decision-making skills; (4) clarifying students' value systems; and (5) developing small group guidance skills and techniques. The 15-session program is designed so that learning takes place primarily through the affective experiences of group interaction. It is intended that a student trained in peer counseling during one quinmester will have the opportunity to engage in peer counseling the following quinmester. (Author/NMF)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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Peer Group Counseling
A Manual For Trainers

Course #6427 .05

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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PEER GROUP COUNSELING

A Manual for Trainers*

*"Everything you wanted to know about peer group counseling but didn't know where to ask"

by
Norman Golin
and
Mark Safferstone

PURPOSE

The purpose of this quinmester unit of instruction is to present an overview of curriculum material, course design and strategy and methodology by which a unit in peer counselor training can be conducted.

It is intended that a student trained in peer counseling during one quinmester will have the opportunity to engage in peer counseling the following quinmester. The units are identified as peer counseling course #6427.06 and practicum in peer counseling course #6427.06. Credit is given at the discretion of the principal.

DESCRIPTION

A course of study designed to aid students in developing facilitative behavior and counseling skills; to provide young people with experience that enhance self-awareness, problem solving and decision-making skills. This Training Manual may be used as a quin course or as a guide for an extracurricular peer group counseling program.

STUDENT GOALS

1. Increase awareness of self and others.
2. Develop facilitative communications skills.
3. Develop problem solving and decision-making skills.
4. More clearly define student's value system.
5. Develop small group guidance skills and techniques.

ACKNOWLEDGEMENTS

We would like to acknowledge the help and guidance we received from our very good friend Dr. Marion Sussman, who has spearheaded research in peer group counseling in the Dade County school system.

There were also many others who provided us with ideas and experiences which we have incorporated here.

We particularly appreciate working with young people--listening to them express their feelings and ideas--and to be influenced by them, probably more than they were influenced by us.

This manual has really been written for them.

Norman Golin

Mark Safferstone

COURSE OUTLINE

I. Course Rationale--to justify the peer group counseling program.

II. To provide trainers whith a timetable of events--implement the "Rule of the Six P's".

III. To get the support of all the groups involved in the peer group counseling program.

- A. To sell the counselor/trainer.
- B. To obtain the support of your Principal.
- C. To obtain the support of your Assistant Principal for Guidance and the Counseling Staff.
- D. To obtain faculty support.

IV. To initiate a peer group counseling training program.

- A. To arouse student interest and support.
- B. To justify the need for two facilitators.
- C. To involve faculty volunteers.
- D. To obtain a training room.
- E. Scheduling guidelines.
- F. To plan your initial meeting.
- G. To screen and select peer group counselors.

V. Training peer group counselors--a daily schedule.

VI. To provide follow-up training experiences.

VII. Appendix

VIII. Bibliography

FOCUS	OBJECTIVE	ACTIVITIES/CONTENT
Course Rationale	To justify the Peer Group Counseling Program	The purpose of "Peer Group Counseling" is to prov counselors with a guide for helping teenagers dev tive behaviors and counseling skills, to counsel also, to train them to counsel with elementary ag emotional, and drug related areas. Peer group counseling takes advantage of the infl have on each other. This influence can effect ch outlook. Teenagers are more likely to accept fro adults how they come across as persons, feasible ing difficult situations, and possible consequenc "Peer Group Counseling" can help the peer group t sters with experiences that enhance self-awarenes solving and decision making skills, so they can b life situations. As feelings are reflected by others, young people selves and their world more realistically. As a back they receive, and as they discover that they express their feelings, there is greater openness They learn they are worthwhile, valued persons. face and the feelings they have are not unique. to feel different, alone, alienated, and less lik defeating behaviors. Peer counselors learn greater responsibility for as they develop meaningful relationships with the selees learn this through their interactions with each other. The Peer Group Counseling Program is designed as i.e., it seeks to reach that segment of a school not go to an adult for help with a particular pro to complement and supplement the existing Guidanc

JECTIVE	ACTIVITIES/CONTENT
justify the Peer oup Counseling ogram	The purpose of "Peer Group Counseling" is to provide teachers and counselors with a guide for helping teenagers develop their facilitative behaviors and counseling skills, to counsel with one another and also, to train them to counsel with elementary age children in social, emotional, and drug related areas. Peer group counseling takes advantage of the influence young people have on each other. This influence can effect changes in behavior and outlook. Teenagers are more likely to accept from peers than from adults how they come across as persons, feasible alternatives in resolving difficult situations, and possible consequences of behavior. "Peer Group Counseling" can help the peer group trainer provide youngsters with experiences that enhance self-awareness and increase problem solving and decision making skills, so they can better cope with real life situations. As feelings are reflected by others, young people learn to see themselves and their world more realistically. As a result of the feedback they receive, and as they discover that they have the freedom to express their feelings, there is greater openness in their communication. They learn they are worthwhile, valued persons. The problems they face and the feelings they have are not unique. They are less likely to feel different, alone, alienated, and less likely to engage in self-defeating behaviors. Peer counselors learn greater responsibility for themselves and others as they develop meaningful relationships with their counselees. Counselees learn this through their interactions with their counselors and each other. The Peer Group Counseling Program is designed as a supportive program, i.e., it seeks to reach that segment of a school population that might not go to an adult for help with a particular problem. It is designed to complement and supplement the existing Guidance Program.

FOCUS	OBJECTIVE	ACTIVITIES/CONTENT
		This particular course of study takes into account of skills and experiences of trainers and students individuality of each school. It is neither direc tive, but seeks to provide for broad flexibility.
		(There are several possible uses of this course. a Quinmester Course of study to train Peer Group C as meet Component I of the Substance Education Pro be used as a Training Manual for an extracurricula ing Program.
To provide trainers with a timetable of events	To implement the "Rule of the Six P's" ("Prior Planning Prevents Pretty Poor Performance.")	1. Read entire quin course before doing anything
		2. Secure training facility.
		3. Start preparing in order to open Rap Room in training will have been completed.
		4. Prepare materials for screening and selection application materials in Appendix.)
		5. Identify, duplicate, and organize materials f
		6. Develop a library of training materials.
		7. Arrange for consultants and resource people-- 12, and 13.
		8. Arrange for a location for Day #10.
		9. Arrange for films--Day #11.
		10. Arrange to visit an ongoing peer group counse
		11. Become familar with materials in kit and try of the sources in "Preface to Training" as po
		12. Sit back, relax, and wait for the beginning

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"Rule of
Six P's"
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Performance.")

ACTIVITIES/CONTENT

This particular course of study takes into account the wide variety of skills and experiences of trainers and students, as well as the individuality of each school. It is neither directive or prescriptive, but seeks to provide for broad flexibility.

(There are several possible uses of this course. It can be used as a Quinmester Course of study to train Peer Group Counselors as well as meet Component I of the Substance Education Program. It can also be used as a Training Manual for an extracurricular Peer Group Counseling Program.

1. Read entire quin course before doing anything, especially appendix.
2. Secure training facility.
3. Start preparing in order to open Rap Room in 3 weeks when initial training will have been completed.
4. Prepare materials for screening and selection. (Duplicate application materials in Appendix.)
5. Identify, duplicate, and organize materials for training.
6. Develop a library of training materials.
7. Arrange for consultants and resource people--Day #'s--6, 8, 12, and 13.
8. Arrange for a location for Day #10.
9. Arrange for films--Day #11.
10. Arrange to visit an ongoing peer group counseling program, Day #14.
11. Become familar with materials in kit and try to read as many of the sources in "Preface to Training" as possible.
12. Sit back, relax, and wait for the beginning of the quinmester.

FOCUS	OBJECTIVE	ACTIVITIES/CONTENT
To get the support of all the groups involved in a Peer Group Counseling Program	To sell the counselor/trainer on the value of a Peer Group Counseling Program	You have probably volunteered of "your own free wil sible for developing and implementing a Peer Group gram in your school. Yea, we know that there are t schedule changes on your desk! Yea, we know that t guidance referrals in your mail box! Yea, and we k an overflow crowd outside your door waiting for adm

At the same time, however, we are aware of the fact really want to do is help kids! Well. . .here's yo that's what this program is all about--teaching kid kids!!

If you care to know what the "experts" have to say, the following, otherwise, read on. . .

Kern, R. and Kirby, J. H. "Utilizing peer helper in counseling." Elementary School Guidance and C 6, 70 - 75.

Mosher, R. L. and Aprinthall, N. A. "Psychological means to promote personal development during a The Counseling Psychologist, 1971, 2, 3, -82.

Vriend, T. J. "High-performing inner-city adolesce performing peers in counseling groups." Perso Journal, 1969, 47, 897 - 904.

Sussman, Marion B. "The Development and Effects of ing Peer-Group Counselors in a Multi-Ethnic Ju Doctoral thesis, 1973, available from the Dade of Substance Education, the South Central Area University of Miami Library.

You are reading on, so you must be ready to hear h obtaining the support of your administration and fa you can go back to your office and. . .do the twen changes, handle the fourteen referrals, and confer outside your door.

BJECTIVE

o sell the coun-
elor/trainer on the
alue of a Peer
roup Counseling
rogram

ACTIVITIES/CONTENT

You have probably volunteered of "your own free will" to be responsible for developing and implementing a Peer Group Counseling Program in your school. Yea, we know that there are twenty-five schedule changes on your desk! Yea, we know that there are fourteen guidance referrals in your mail box! Yea, and we know that there is an overflow crowd outside your door waiting for admits to class!

At the same time, however, we are aware of the fact that what you really want to do is help kids! Well. . .here's your chance, 'cause that's what this program is all about--teaching kids to help other kids!!

If you care to know what the "experts" have to say, we refer you to the following, otherwise, read on. . .

Kern, R. and Kirby, J. H. "Utilizing peer helper influence in group counseling." Elementary School Guidance and Counseling, 1971, 6, 70 - 75.

Mosher, R. L. and Aprinthall, N. A. "Psychological Education: a means to promote personal development during adolescence." The Counseling Psychologist, 1971, 2, 3, -82.

Vriend, T. J. "High-performing inner-city adolescents assist low-performing peers in counseling groups." Personnel and Guidance Journal, 1969, 47, 897 - 904.

Sussman, Marion B. "The Development and Effects of a Model for Training Peer-Group Counselors in a Multi-Ethnic Junior High School." Doctoral thesis, 1973, available from the Dade County Coordinator of Substance Education, the South Central Area Office and the University of Miami Library.

You are reading on, so you must be ready to hear how you can go about obtaining the support of your administration and faculty. Without this, you can go back to your office and. . .do the twenty-five schedule changes, handle the fourteen referrals, and confer with the overflow outside your door.

FOCUS	OBJECTIVES	ACTIVITIES/CONTENT
	To obtain the support of your Principal	Even though the Principal has been charged with developing a Peer Group Counseling Program (and responsibilities your obligation) he may have qu How will my teachers react to this program more resented interruption? How will parents react? If I develop and properly, will I get any flak from them? The students, will they take advantage of as an excuse to get out of classes and wan What are the chances of the program being Your Principal may not verbalize these question your benefit to be able to spell out the answer your school. If, deep in your heart, you feel that your Prin truly convinced, you might consider conferring 1. the Drug Resource Specialist in your 2. the Area Guidance Specialist 3. the Area Supervisor for Pupil Personn 4. the Consultant for Health and P. E. 5. the Coordinator of Substance Educatio You might even spirit your principal away from hour to visit a successful Peer Group Counselin If the total responsibility for developing and gram is delegated to you. . .are you going to n no doubt, encounter what could be over-whelming therefore, must be assured of the cooperation a Principal to be successful. (See Appendix #1.)

ECTIVES

obtain the
pport of your
ncipal

ACTIVITIES/CONTENT

Even though the Principal has been charged with the responsibility of developing a Peer Group Counseling Program (and has possibly has made his responsibilities your obligation) he may have questions like--

> How will my teachers react to this program? Will it be one more resented interruption?
>
> How will parents react? If I develop and implement this Program properly, will I get any flak from them?
>
> The students, will they take advantage of the program, or use it as an excuse to get out of classes and wander the halls?
>
> What are the chances of the program being successful?

Your Principal may not verbalize these questions. However, it is to your benefit to be able to spell out the answers as they relate to your school.

If, deep in your heart, you feel that your Principal is still not truly convinced, you might consider conferring with:

1. the Drug Resource Specialist in your Area
2. the Area Guidance Specialist
3. the Area Supervisor for Pupil Personnel Services
4. the Consultant for Health and P. E.
5. the Coordinator of Substance Education

You might even spirit your principal away from the school for an hour to visit a successful Peer Group Counseling Program.

If the total responsibility for developing and implementing this Program is delegated to you. . .are you going to need help! You will, no doubt, encounter what could be over-whelming obstacles. You, therefore, must be assured of the cooperation and support of your Principal to be successful. (See Appendix #1.)

FOCUS	OBJECTIVE	ACTIVITIES/CONTENT
	To obtain the support of your Assistant Principal for Guidance & the Professional Counseling Staff	After obtaining the support and committment of yo before a general announcement to the Faculty, you the support of your Assistant Principal for Guida Guidance Staff. Be sure they understand that thi in any way designed to replace them, but rather t supplement the existing Guidance Program. It mig terms of, "Kids who might not go to anybody else more comfortable talking to their peers about cer blems than to adults." Counselors should be invited to participate in th participation could involve co-facilitating a tra vising the Peer Group Counseling Facility, partic the training activities, or assuming some of the will have to drop.
	To obtain the support and understanding of your Faculty	Now that you've developed a working relationship and the understanding and coopera`ion of the Guid you expecting smooth sailing? Forget it! Gale w high, particularily if you are in a senior high s ically oriented faculty. Many of them will proba just one more frill that will cut away at their " lance," particularly if a student may have to occ their classes because he seeks help. The scope and nature of this program is possibly of many of your faculty. They in all probability can do one of two things to deal with the resista 1. With the best of intentions you may increase Peer Group Counseling Program by-- a. providing a detailed explanation of the Faculty meeting b. telling them "Our school is responsible Program and in order for it to succeed your help"

ECTIVE	ACTIVITIES/CONTENT
obtain the pport of your sistant Prin- al for Guidance he Professional nseling Staff	After obtaining the support and committment of your Principal, but before a general announcement to the Faculty, you'll want to get the support of your Assistant Principal for Guidance and your Guidance Staff. Be sure they understand that this Program is not in any way designed to replace them, but rather to complement and supplement the existing Guidance Program. It might be presented in terms of, "Kids who might not go to anybody else for help might feel more comfortable talking to their peers about certain kinds of problems than to adults." Counselors should be invited to participate in the Program. Their participation could involve co-facilitating a training group, supervising the Peer Group Counseling Facility, participating in some of the training activities, or assuming some of the responsibilities you will have to drop.
obtain the support d understanding of ur Faculty	Now that you've developed a working relationship with your Principal and the understanding and cooperation of the Guidance Department, are you expecting smooth sailing? Forget it! Gale warnings are flying high, particularily if you are in a senior high school with an academically oriented faculty. Many of them will probably consider this just one more frill that will cut away at their "standards of excellance," particularly if a student may have to occasionally miss one of their classes because he seeks help. The scope and nature of this program is possibly outside the experience of many of your faculty. They in all probability will resist!! You can do one of two things to deal with the resistance. 1. With the best of intentions you may increase opposition to your Peer Group Counseling Program by-- a. providing a detailed explanation of the Program at a General Faculty meeting b. telling them "Our school is responsible for setting up this Program and in order for it to succeed we are going to need your help"

FOCUS	OBJECTIVE	ACTIVITIES/CONTENT

c. implying that with this Program, Guida
solve their behavior problems

OR

2. You can work towards minimizing opposition
communication and positive change by--

a. having your Principal merely announce
the process of planning an innovative
which will train students to counsel
you will be providing them with more
and that you would welcome any sugges
questions

b. providing your faculty with a memoran
explaining a Peer Group Counseling Pr
read at their convenience and leisure
#2.)

c. informally contacting teachers person
those who have high academic standard
know what its all about; one of the f
might be appropriate--

1) If students can vent their school
to others who are willing to list
reduce classroom disruptions.

2) In schools where there are proble
of clashes between different cult
counselors who have developed clo
students from other backgrounds c
allaying fears and suspicions th

3) If a student is counseled and as
can talk to at least one person,
more meaningful place.

4) The program promotes closer huma
those who have been trained and
perhaps it will foster a closer b
and the school, because the scho
people to start such a program.

BJECTIVE

ACTIVITIES/CONTENT

c. implying that with this Program, Guidance will be able to solve their behavior problems

OR

2. You can work towards minimizing opposition in order to facilitate communication and positive change by--

a. having your Principal merely announce that the school is in the process of planning an innovative Guidance Program, which will train students to counsel other students; that you will be providing them with more specific information and that you would welcome any suggestions, comments, or questions

b. providing your faculty with a memorandum from your Principal, explaining a Peer Group Counseling Program, that they can read at their convenience and leisure. (See Appendix #2.)

c. informally contacting teachers personally, starting with those who have high academic standards, and just let them know what its all about; one of the following approaches might be appropriate--

1) If students can vent their school related frustration to others who are willing to listen, it might tend to reduce classroom disruptions.
2) In schools where there are problems that are the result of clashes between different cultures, trained peer counselors who have developed close communication with students from other backgrounds can act as a cadre in allaying fears and suspicions throughout the school.
3) If a student is counseled and as a result feels that he can talk to at least one person, school might become a more meaningful place.
4) The program promotes closer human relations between those who have been trained and those who are counseled; perhaps it will foster a closer bond between the students and the school, because the school cares enough about people to start such a program.

FOCUS	OBJECTIVE	ACTIVITIES/CONTENT
		5) This program ties in with the drug a program. Kids who have the opportun their problems and feeling to traine inclined to consider the consequence ment.
		These will make more of an impact if you can perso actual examples from your school.
To initiate a Peer Group Counseling Training Program	To arouse student interest and support	The heart of your Peer Group Counseling Program is You've got to reach all kinds of kids--rich & poor Spanish, smart & slow, outgoing & reserved--and so kinds of counselors.
		Smilingly accept recommendations from teachers--HO with two grains of salt. Don't overload your prog recommended by teachers. You'll need the "street as you'll need the "straight dude." Its not alway dent who can be the most helpful. Leadership and on many forms, so, be prepared for some shocks!!!
		How to start?
		1. Organize a cadre of students (representative tact home rooms, service clubs, student gover can sell other kids better than you can. (Re said!) You might want to start your cadre by-
		a. explaining your program to Human Relatio classes
		b. asking counselors for their recommendati
		c. approaching kids with whom you've had co into the program
		2. With the help of your cadre, dream up ideas f posters. Approach your Art Department, and a make up the posters that you've designed.

BJECTIVE

ACTIVITIES/CONTENT

5) This program ties in with the drug abuse prevention program. Kids who have the opportunity to express their pr[illegible]as and feeling to trained peers may be more inclined to consider the consequences of drug involvement.

These will make more of an impact if you can personalize them with actual examples from your school.

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The heart of your Peer Group Counseling Program is, of course, kids! You've got to reach all kinds of kids--rich & poor, black, white & Spanish, smart & slow, outgoing & reserved--and so you'll need all kinds of counselors.

Smilingly accept recommendations from teachers--HOWEVER--take them with two grains of salt. Don't overload your program with kids recommended by teachers. You'll need the "street cat" just as much as you'll need the "straight dude." Its not always the "A-1-A" student who can be the most helpful. Leadership and caring behavior take on many forms, so, be prepared for some shocks!!!

How to start?

1. Organize a cadre of students (representative not elite) to contact home rooms, service clubs, student government, etc. Kids can sell other kids better than you can. (Remember what the experts said!) You might want to start your cadre by--

   a. explaining your program to Human Relations &/or Psychology classes
   b. asking counselors for their recommendations
   c. approaching kids with whom you've had contact and would fit into the program

2. With the help of your cadre, dream up ideas for eye-catching posters. Approach your Art Department, and ask if they would make up the posters that you've designed.

FOCUS	OBJECTIVE	ACTIVITIES/CONTENT
		3. Announcements-- a. Ask homeroom teachers to read a brief writt several days in succession. (See Appendix b. Have a student, if possible, make a P. A. for several days in succession. c. Have pairs of kids from your cadre go to h English classes to talk up the program. In your advertising materials, specify a convenient kids can sign up. Now that you have aroused the kids widespread enthus surprised when they respond in droves! They'll prob When given the opportunity, more kids "care" than we realize. Your principal is sold on peer counseling, counselors see it as the anwer to their prayers. St is rampant, your're all set to go, right? Wait! Yo few minor problems to lick.
	To Justify the need for 2 Facilitators	One person can't possibly process all the group dyna We have found that two facilitator/trainers, working almost a necessity. Every group functions on at least two levels--produc process (maintenance) while one trainer is focusing hand, his co-facilitator can concentrate on group pr Counselor training effectiveness can be improved whe discuss "where they have been, where they are at, a going." Two heads are better than one! Continuity If for an unexpected reason one trainer is out, the Therefore, if at all possible try to work a co-facil program even if it has to be on a part time basis.

BJECTIVE

ACTIVITIES/CONTENT

3. Announcements--

   a. Ask homeroom teachers to read a brief written blurb for several days in succession. (See Appendix #3.)
   b. Have a student, if possible, make a P. A. announcement for several days in succession.
   c. Have pairs of kids from your cadre go to homerooms and/or English classes to talk up the program.

In your advertising materials, specify a convenient location where kids can sign up.

Now that you have aroused the kids widespread enthusiasm, don't be surprised when they respond in droves! They'll probably do just that. When given the opportunity, more kids "care" than we sometimes realize. Your principal is sold on peer counseling, faculty and counselors see it as the anwer to their prayers. Student enthusiasm is rampant, your're all set to go, right? Wait! You've still got a few minor problems to lick.

To Justify the need for 2 Facilitators

One person can't possibly process all the group dynamics going on. We have found that two facilitator/trainers, working in tandem, are almost a necessity.

Every group functions on at least two levels--product (task) and process (maintenance) while one trainer is focusing on the task at hand, his co-facilitator can concentrate on group process.

Counselor training effectiveness can be improved when two trainers discuss "where they have been, where they are at, and where they are going." Two heads are better than one! Continuity is of the essence. If for an unexpected reason one trainer is out, the program can go on. Therefore, if at all possible try to work a co-facilitator into your program even if it has to be on a part time basis.

FOCUS	OBJECTIVE	ACTIVITIES/CONTENT
	To involve faculty volunteers for Rap Room Supervision	Let's be realistic, can you put in 30 hours a week rap room? Doubtful, right? (Remember those 25 s and 14 referrals that await your return to the of need help! Several weeks ago you sparked the interest of fac these solicit volunteers who relate well to stude change and are willing and able to drop their aut involved in the training program. Faculty volunt assist in supervising the counseling facility. Although they may be willing to become involved, aware of the commitment they are making--the numb in training, and the number of hours per week in You will probably find that faculty volunteers wi satisfaction and growth achieved from being invol more than compensates for the time they contribut (Note: Scheduling arrangements will have to be m Volunteers to participate. This can best be effe uling for the quin and may require administrative
	To obtain a room appropriate for training	For training and counseling you'll need some spac can be no peer group counseling program without a If your Rap Room is not provided until after the peer counselors or is inappropriate for training room will do. The training room should be in a quiet location. with a rug and some pillows would be ideal. A tape recorder is a necessity. Having a video t be a useful adjunct to training.

JECTIVE	ACTIVITIES/CONTENT
involve faculty lunteers for Rap om Supervision	Let's be realistic, can you put in 30 hours a week supervising the rap room? Doubtful, right? (Remember those 25 schedule changes and 14 referrals that await your return to the office?) Man, you need help! Several weeks ago you sparked the interest of faculty members. From these solicit volunteers who relate well to students, are open to change and are willing and able to drop their authority roles while involved in the training program. Faculty volunteers will eventually assist in supervising the counseling facility. Although they may be willing to become involved, they should be made aware of the commitment they are making--the number of hours per week in training, and the number of hours per week in supervising. You will probably find that faculty volunteers will feel the personal satisfaction and growth achieved from being involved in the program more than compensates for the time they contribute. (Note: Scheduling arrangements will have to be made to permit Faculty Volunteers to participate. This can best be effected prior to scheduling for the quin and may require administrative assistance.)
o obtain a room ppropriate for raining	For training and counseling you'll need some space. Of course there can be no peer group counseling program without a Rap Room. If your Rap Room is not provided until after the training of your peer counselors or is inappropriate for training purposes, any classroom will do. The training room should be in a quiet location. A lounge type room with a rug and some pillows would be ideal. A tape recorder is a necessity. Having a video tape recorder could be a useful adjunct to training.

FOCUS	OBJECTIVE	ACTIVITIES/CONTENT
	To provide some guidelines regarding the scheduling of a training program	Since this program is, hopefully, being offered as quinmester course of study, scheduling should be n your Training Program will take place during regul It is necessary that the training sessions are two If, however, your Peer Group Counseling Program is an extracurricular activity. (See Appendix #4 & # possible scheduling ideas.)
	To plan your initial meeting with all volunteers whose interest you previously aroused.	Up to this page, you have been involved with a lot You'll finally have the opportunity to start worki widescale basis! (Remember? Peer Group Counselin kids to help other kids!) Based on the number of kids who expresses an inter Group Counseling Program, secure an appropriate se schedule an initial meeting prior to the beginning If you have a large group, consider having a micro At this time, fill the kids in with all the inform need to know about the program. Be certain they a kinds of responsibilities and commitments a Progra and nature involves. Be certain to communicate to training program in interpersonal and communicatio the PRIMARY purpose of learning to help others as growth. If they are taking this course because th will be an "easy A," or that their boy friend or g signed up for it, they won't be happy. These students will probably find that they will h of themselves than they are either willing or able A major purpose of the initial meeting is to help whether or not the Peer Group Counseling Program i should be made aware of the importance of making c counseling/helping process and that trainees must individuals who really want to help others. They aware of the time commitment involved; that they a put in two periods for ½ Quin credit, and that add

OBJECTIVE	ACTIVITIES/CONTENT
To provide some guidelines regarding the scheduling of a training program	Since this program is, hopefully, being offered as an authorized quinmester course of study, scheduling should be no problem, as your Training Program will take place during regular school hours. It is necessary that the training sessions are two (2) periods. If, however, your Peer Group Counseling Program is being offered as an extracurricular activity. (See Appendix #4 & #5 for some possible scheduling ideas.)
To plan your initial meeting with all volunteers whose interest you previously aroused.	Up to this page, you have been involved with a lot of "administrivia." You'll finally have the opportunity to start working with kids on a widescale basis! (Remember? Peer Group Counseling means training kids to help other kids!) Based on the number of kids who expresses an interest in the Peer Group Counseling Program, secure an appropriate setting for and schedule an initial meeting prior to the beginning of the quinmester. If you have a large group, consider having a microphone available. At this time, fill the kids in with all the information they will need to know about the program. Be certain they are aware of the kinds of responsibilities and commitments a Program of this scope and nature involves. Be certain to communicate to them that this training program in interpersonal and communications skills is for the PRIMARY purpose of learning to help others as well as for personal growth. If they are taking this course because they think that it will be an "easy A," or that their boy friend or girl friend also signed up for it, they won't be happy. These students will probably find that they will have to give more of themselves than they are either willing or able. A major purpose of the initial meeting is to help students decide whether or not the Peer Group Counseling Program is for them. They should be made aware of the importance of making commitment to the counseling/helping process and that trainees must be concerned individuals who really want to help others. They should also be made aware of the time commitment involved; that they are being asked to put in two periods for ½ Quin credit, and that additional time will

FOCUS	OBJECTIVE	ACTIVITIES/CONTENT
		probably be needed. You might tell the kids that in other kinds of time consuming extracurricular a they are considering experimenting with any types stances they should consider that fact before they in this Program. (If one of your kids is found to with drugs, this could "label" all your Peer Group could be extremely detrimental. Tell them that y if they "opt"out.
		At this point in your initial meeting, ask all of present to decide whether or not they can handle t commitment. Those who decide they cannot handle t should be thanked for their initial interest and t cooperation will still be sought. At the end of t can make this commitment should be asked to sign u
	To screen and select Peer Group Counselors	There are several approaches to selecting potentia All of them, depending on you, and on your school' can be valid.
		1. Randomly select the number of Peer Group Coun from the group of student volunteers.
		2. Administer and score any of the objective ass that are listed in Appendix #6.
		3. Meet with small groups of 4 to 6 students. P topics for discussion. In listening to the s subjectively assess their sensitivity (to the how uninhibited they are, how self-confident stable they are. (See Appendix #'s 7 & 8.) will help you determine how much they want to the Peer Group Counseling Program.
		4. Also along the lines of subjective assessment record a 5 minute role-playing counseling int the Drama Department for help. With their co

OBJECTIVE	ACTIVITIES/CONTENT
	probably be needed. You might tell the kids that if they are active in other kinds of time consuming extracurricular activities or if they are considering experimenting with any types of illegal substances they should consider that fact before they become involved in this Program. (If one of your kids is found to be experimenting with drugs, this could "label" all your Peer Group Counselors and could be extremely detrimental. Tell them that you will understand if they "opt"out. At this point in your initial meeting, ask all of the volunteers present to decide whether or not they can handle this type of a commitment. Those who decide they cannot handle this time commitment, should be thanked for their initial interest and told that their cooperation will still be sought. At the end of the hour those who can make this commitment should be asked to sign up for the program.
To screen and select Peer Group Counselors	There are several approaches to selecting potential Peer Counselors. All of them, depending on you, and on your school's environment, can be valid. 1. Randomly select the number of Peer Group Counselors you want from the group of student volunteers. 2. Administer and score any of the objective assessment devices that are listed in Appendix #6. 3. Meet with small groups of 4 to 6 students. Provide open-ended topics for discussion. In listening to the students, you can subjectively assess their sensitivity (to themselves and others), how uninhibited they are, how self-confident they are, and how stable they are. (See Appendix #'s 7 & 8.) Utilizing this approach will help you determine how much they want to be involved in the Peer Group Counseling Program. 4. Also along the lines of subjective assessment, you might tape record a 5 minute role-playing counseling interview. Call on the Drama Department for help. With their cooperation, carefully

FOCUS	OBJECTIVE	ACTIVITIES/CONTENT
		work out the "problems" the "counselees" a listening to this taped "Counseling Interv or not the "counselor" responds to the "co tive ways. (See Appendix #9.) If you use th technique, save for use in Training Day #1 5. If possible in your school, accept all volu assign to groups, as your schedule permits. 6. If you have any other questions regarding Area Drug Resource Specialist. It should be kept in mind that not every person be counselor material. This program could also opportunity for those individuals who sincerely After determining in your own way, those studen Peer Group Counseling Program, meet with them i them they have been selected. Provide them wit mation necessary, AND give them Parental Permis returned prior to your first training class. (Se IMPORTANT!!! You still have an obligation to t selected. Be sensative to their needs; they've cut them off in an impersonal manner. Let them selected are not necessarily superior, but that group that would be representative of the whole know this is not their only chance to help. Th opportunities. They will certainly be consider Examples of involvement for those not selected include Public Relations work, Art work, settin the "Rap Room," or participating in the Teen Co

OBJECTIVE

ACTIVITIES/CONTENT

work out the "problems" the "counselees" are to present. In listening to this taped "Counseling Interview," assess whether or not the "counselor" responds to the "counselee" in facilitative ways. (See Appendix #9.) If you use this screening technique, save for use in Training Day #11.

5. If possible in your school, accept <u>all</u> volunteers and randomly assign to groups, as your schedule permits.

6. If you have any other questions regarding selection see your Area Drug Resource Specialist.

It should be kept in mind that not every person selected needs to be counselor material. This program could also provide a growth opportunity for those individuals who sincerely desire it.

After determining in your own way, those students you want in your Peer Group Counseling Program, meet with them in a GROUP to inform them they have been selected. Provide them with any further information necessary, AND give them Parental Permission Slips to be returned prior to your first training class. (See Appendix #10.)

IMPORTANT!!! You still have an obligation to those who were not selected. Be sensative to their needs; they've reached out. Don't cut them off in an impersonal manner. Let them know that those selected are not necessarily superior, but that you tried to pick a group that would be representative of the whole school. Let them know this is not their only chance to help. There will be other opportunities. They will certainly be considered for the next Quin. Examples of involvement for those not selected as counselors might include Public Relations work, Art work, setting up and decorating the "Rap Room," or participating in the Teen Counseling Program.

PREFACE TO TRAINING

Learning is going to take place primarily through the experiences of group interaction at the affective level. HOWEVER, reinforcement at the factual level certainly plays an important role and should not be neglected.

In order to increase your awareness of the cognitive aspects of group theory and dynamics, it would probably be helpful to go to what the "experts" have to say. We refer you to:

Rogers, "On Encounter".

Gazda, "Theories and Methods of Group Counseling in the Schools." Chapter IV, A Framework for Group Counseling.

Schutz, "Joy".

University Associates, 1973 Handbook, pages 127-129.

NTL, Africa Handbook, pages 47-117.

The Social Seminar--Facilitator/Group Process Materials.

Provided is a general framework by which you can proceed. Given are some ideas as to what you can do on a daily basis. However, groups develop at different rates, and you will have to use your own judgement in determining which procedures you will need to use and when you will be using them.

DAY #1

FOCUS: To Train Peer Group Counselors

OBJECTIVE #1: To "turn kids on" to the helping relationship

Teenagers are idealistic. If you feel a strong commitment to this program and you are able to communicate this to the kids, they will become more readily committed. Using your own style, here are some thoughts you might want to communicate:

> I want to talk to you about this program. We will not be playing games here. We're going to run the gamut from straight people to people who are lonely and sick, who are pregnant, or homosexual, running away, or facing jail. If you're going to help these people, you are first going to have to be pretty honest with yourself or you're not going to be worth much as a counselor, whether you're a student or a member of the faculty. It's important that we share our feelings and that we come to trust one another so that we can have an atmosphere of warmth and communication here.

In order for you to help someone, you will have to establish a relationship with that person. It's going to be hard for many people to talk to you. To understand this, you'll need to experience it. To be an effective counselor it helps to have experienced what it's like to be on the other end, to experience what it's like to overcome the fears and hesitancies of opening yourself up a little, and of really communicating some of the real you to others. This can be a little scary, but also very satisfying.

OBJECTIVE #2: To get to know each other

The informal nature of the training sessions should be emphasized to students and faculty participants. You would like everyone to feel and act on an equal basis. Communicate to the participants that they are to forget their roles--"we're people, not students and teachers. To show that we are willing to relate to one another as people, let's address each other on a first name basis while we're here." (NOTE: Trainers are NOT more equal than participants. Your behavior serves as a model to the trainees. Don't expect more of them than you are willing to risk yourself. Please, make this point clear to any adults involved in your training groups. If you have adult participants who are reluctant to become emotionally committed, be sure to deal with this within the group as part of group process. For most people, the interpersonal involvement of the training program is a new experience and may be somewhat threatening at times. The more people's contributions are praised, the more they will contribute and the more involved they will become.)

RATIONALE: Developing trust is a prerequisite to meaningful communication. The "getting to know you" exercises are provided so that people can begin to feel comfortable with each other.

Day #1 (cont.)

OBJECTIVE #2: To get to know each other (Cont.)

Ball Toss

A. Form a circle so that everyone's face can be seen.
B. Participants take turns tossing a large ball from one person to another.
C. Before throwing to a person, the 'thrower' calls the name of the 'catcher'.
D. If the 'thrower' does not know the 'catcher's' name, he asks him to state it first.
E. The exercise continues until everyone knows everyone else's name.

Self-Disclosure Triads

A. Supply your entire group with 3 x 5 cards and pencils.
B. Break the large group into triads (groups of 3).
C. Instruct each member to write down 5 to 7 things either about himself or what he likes to do.
D. Have each triad member present and discuss his list with his own triad (allow 6-10 minutes for triads to learn about one another).
E. Have triads reform into the large group.
F. In the context of the large group, have triad members introduce one another (triad member 'A' introduces 'B', 'B' introduces 'C', 'C' introduces 'A').

First Impressions

A. Form groups of about 6.
B. Instruct everyone to form an impression of each person in his group. As a person forms impressions of others, have him ask himself, "Is the person I'm considering a helping person? Is he a good person? Can I work with him?" Look at each person's face, at the eyes of the person you are checking out. Try to hold your impression in your mind.
C. As soon as you've gotten your impression of each person, raise your hand; wait until almost all are raised.
D. Explain to the group that we form impressions very quickly based on how a person looks, what he is wearing, how he moves, and other subtle clues, etc.
E. Share with the group what it was like. Share only what you want to share.

Dyads (Pairs)

A. Pair off with someone you don't know.
B. Tell each other how you think the people outside your circle of close friends and relatives see you.
C. Tell each other how you feel about this interaction in

1. One sentence
2. One phrase
3. One word

Day #1 (Cont.)

OBJECTIVE #3: To start to develop self-awareness

RATIONALE: Before a person can be of help to another individual, he must have some awareness and understanding of himself. You have to be open to yourself before you can be open to others. (NOTE: The affective activities provided should be viewed as part of an ongoing process. For example, even though awareness is a major focus right now, it is a focus you will be returning to at deeper and deeper levels.)

Positive Comments

A. Form a small group of 6.
B. Talk to each other about yourself for three minutes.
C. One person at a time turns his back to the small group.
D. Every other person in the group, one at a time, says something positive about the person with his back to you.
E. Rotate so that each person takes a turn in placing his back to the small group.
F. Regroup into a large group.
G. Take some time to process what happened.

Strung Out

A. Reform into original small groups of 6.
B. Explain to the entire group that each of us is addicted to something. Each of us is strung out on something. Tell them, "think a few moments about what you might be strung out on" (food, cigarettes, school, work, etc.).
C. One group member at a time is to talk about the pleasures and pains of what ever he is strung out on.
D. Take some time for processing by the large group.

Johari's Window

Refer to University Associates Handbook of Structured Human Relations Activities, Volumn I, page 66.

OBJECTIVE #4: To develop expectations about counseling

Ask the group for their opinions of what they think counseling is, and what they think should be going on in a counseling session. Write responses on the board as you get them. Obtain a general consensus of what counseling is. Make a copy for later use.

OBJECTIVE #5: To discuss the need for confidentiality

Discuss the professional and ethical considerations of confidentiality as it relates to the counseling relationship. The need to sufficiently discuss this cannot be over emphasized.

DAY #2

OBJECTIVE #1: To continue "getting to know you"

Encounter Dyads (Pairs)

A. Have group members pair off; one is "A", the other is "B".
B. Have dyad member speak for one minute; in this minute, have the member express "what turns him on".
C. Each dyad member is to express how he feels about what is going on in:

   1. A single sentence
   2. A single word
   3. Non-verbally

D. "A's" form a circle and "B's" sit outside the circle so they can see their partner.
E. "A's" will talk for 5 minutes about what he thinks peer counseling will be like.
F. "B's" observe their partners and note what they do that facilitates communication and what hinders communication.
G. Dyads reform and "B's" give "A's" feedback.
H. Switch roles and repeat, but "B's" tell "A's" what "turns them off" instead.

Fishbowl

A. Form inside and outside circles of equal numbers (6-8).
B. Each person in the inside group talks for 5 minutes about an experience that affected his/her life before the age of 14 (junior high, age 11).
C. Observers then pair up with the inner group member they observed.
D. In the dyad, the observer gives the inner group circle member feedback on the way he came across to him. (See Appendix #17.)
E. Switch roles.
F. Repeat.

OBJECTIVE #2: To have the group members talk about the role of the counselor

Explore the following with the group:

A. Ask what counseling is. Get oral responses. Discuss.
B. Ask them what they feel should be going on in a counseling session.
C. Ask the group to provide feedback for each person. What is it about the individual that will make him a good counselor?

OBJECTIVE #3: To present role playing as an instructional strategy

RATIONALE: "Actions speak louder than words." Experiencing the counseling encounter is a more valuable learning experience than just discussing it. (See Gazda, pages 39-44; NTL, "20 Exercises for Teachers," #17.)

Day #2 (Cont.)

1. Present and discuss the concept of role-playing. (See Appendix #11.)

2. Break group into dyads (groups of 2's). Ask that one dyad member assumes the role of 'counselor' and that the other assumes the role of 'client'. Provide each 'client' with a role. Ask that he take a minute to "get into it."

3. Instruct each role playing counselor to:

   a. listen carefully to what the client is saying
   b. focus on what the client is doing physically (body position, facial expression, movements)
   c. focus on how the client feels, and not why he feels the way he does
   d. respond to the client in ways that increase the counselors understanding of the client's problem
   e. DO NOT GIVE ADVICE

4. Re-group for discussion using the fish bowl design (counselors on the outside, facing clients in an inner circle)

   a. in what ways did the counselor help you?
   b. what would you have liked him to do differently?
   c. where did you feel you got stuck?

5. Dyads regroup, reversing roles

6. Repeat the process

DAY #3

OBJECTIVE #1: To develop an understanding of ways of establishing a counseling relationship

Ask the participants to provide their own perspectives as to how to initiate a counseling relationship. What sort of things can people do that facilitate communication.

OBJECTIVE #2: To compare the relative benefits/disadvantages of advice giving with other facilitative communication patterns

Discuss advice-giving as compared to understanding, listening, and careing. Have the kids provide the input as to why advice-giving can backfire. They can probably provide examples from their own experiences.

OBJECTIVE #3: To demonstrate the helping relationship

RATIONALE: This experience will provide counselor trainees with a frame of reference as to what facilitates the helping relationship. (NOTE: You will need to obtain a box of tinker toys and type three 3 x 5 cards with instructions.)

Tinker Toys: The Helping Relationship

A. Ask for three volunteers to participate in an activity. Ask that they leave the room. (They will be builders.)
B. Ask for three additional volunteers to help the builders.
C. Explain to the entire group and the builder's helpers that in helping people, we can take several approaches:

1. We can be too responsible, e.g., we can take over and do all the work for them.
2. We can not be responsible enough, e.g., we can be there but not give help.
3. We can be just responsible enough, e.g., we can really try to help them.

Explain, that through this activity, we might be able to find out which approach is the most facilitative in terms of helping people.

D. Give out one card to each helper. Tell each helper that he is to play his role as described on the card, but not to tell anyone which role he has.

Card #1--I'm the expert. I know what a tower is supposed to look like. I'm going to make sure you're going to build a good tower. I'll show you how to make a good tower.

Card #2--I couldn't care less what you do. I won't be rude to you so I'll give you a little help, but don't bother me too much.

Card #3--I want to help you solve your own problem. If there is anything I can do to help you build your tower, I'd like to. I'm confident in your ability to build a tower that meets with your satisfaction.

Day #3 (Cont.)

E. Tell the group that you will be calling the builders in one at a time and that you will give the following directions to each of the builders: "I'd like you to use tinker toy to build a tower. It is to be your tower. _____ is here to help you. You have about 4 minutes."

F. Group members are to observe the builders and helpers. Tell them to key in on their own reactions to themselves, the builders and the helpers. Tell them to observe what they feel the builders are doing right and wrong in terms of helping people solve a problem.

G. Call in the first builder and give him his instructions. Let him know when he has one minute, then ½ minute left.

H. After the first builder is finished, instruct the group to observe what and the differences in what goes on between the first and second pair. Bring in the second builder, and give him his directions.

I. Repeat H. for the third builder.

J. Provide for group discussion of what took place using the following guidelines as points of departure.

1. To entire group--Who do you think was the most helpful? What was it about him that made him the most helpful as compared with the other two?
2. Question each builder and his corresponding helper:

To Builders--
How did you feel about the situation?
Did you feel it was your tower?
Did you feel you got help?
How did your assistant help you?
Did you like the tower you built?

To Helpers--
What was your role (read card)?
How did you feel in the role?
How would you have helped if you weren't given instructions?

K. Tie the above discussion in with how this exercise and its results relate to the counseling relationship, especially problem solving.

OBJECTIVE #4: To provide follow-up role-playing to reinforce what was learned in the Tinker Toy Activity

As a follow-up activity to the Tinker Toy Activity, ask for 6 more people who want to role-play a counselor-counselee situation in front of the entire group.

A. Get 6 volunteers. Have them decide which 3 want to be counselors and which 3 clients.

B. Have the counselors assume one of the three roles presented in the previous activity (You can use the same cards, but be sure to change the order.)

C. Provide for follow-up and feedback from each of the counselors and their corresponding clients as in the previous activity.

DAY #4

OBJECTIVE #1: To provide for input from group participants

Let the group participants discuss how they might deal with people coming into their rap room for any variety of legitimate (or not so legitimate) reasons. It's going to be their rap room, so let the group handle the discussion.

After the group has finished discussing how they will deal with people who come to the rap room, have them toss around the idea of how they are going to get people to talk once they are there.

OBJECTIVE #2: To focus on identifying and responding to feelings

Spend some time providing cognitive input on the importance of feelings especially in terms of dealing with them in the counseling encounter. (Refer to Hind's Manual.) Provide role playing experiences focusing on this objective as specified below.

Role Playing Quads

A. Divide into groups of 4's; of the 4 people, one will be a counselor, one will be a client, and 2 will be observers (one observer to focus on counselor, one to focus on client).
B. Counselor and client will role play a counseling situation.
C. Observers are to focus on the feelings aspect of the counseling encounter; see if you can identify what kinds of things helped the relationship and what things hindered.
D. Rotate about every 5 minutes so that every quad member can participate in each role specified.
E. Trainers roam, listening to the interactions.
F. After about twenty minutes, form large groups and discuss what went on in quads.

OBJECTIVE #3: To model a counseling encounter

This is a chance for the trainers to model a counseling session for their trainees. After the modeled counseling encounter, provide for feedback and discussion.

DAY #5

OBJECTIVE #1: To assist the peer counselor trainee in recognizing his own facilitative style

Administer the questionnaire "Styles of Counseling" (Appendix #12) and provide sufficient time for follow-up discussion on facilitative styles. It is important that the counselor trainee recognize and have an understanding of how he operates within the framework of the counseling encounter.

OBJECTIVE #2: To provide cognitive input relating to feelings

Take sufficient time to provide cognitive input in each of the areas specified below. The questionnaire that you previously administered can be used as a point of departure for this activity. Providing follow-up and feedback in these specified areas are, of course, a continuous process of the training program.

A. Reflection of feelings
B. Reinforcing positive feelings
C. Empathy and constructive openness
D. Helping counselees recognize ambivalent feelings
E. Using clarifying and summarizing as a counseling technique

OBJECTIVE #3: To provide for closure

If Day #5 is the last day of the week, take time to provide for closure. Once again, review with the participants, "where you've been," "where you're at," and "where you're going."

DAY #6

OBJECTIVE #1: To provide peer group counselors with outside resources

RATIONALE: Variety is the spice of life! Not only is a change of pace refreshing, but program participants can learn a lot from others who have gone through the same process.

Check with your Area Drug Resource Specialist regarding bringing in previously recently trained experienced senior high school peer counselors.

It might be well to structure the experience by providing the resource group with topics that you would like them to deal with. Confidentiality and how they counsel with students could be included as well as fielding questions posed by your trainees.

After the discussion, each experienced high school peer counselor can take groups of four and observe them as they role play one pair at a time. Have every one rejoin the large group for a discussion on how problems were dealt with. Ask for two volunteers to role play an actual problem before the large group. Provide time for follow-up and re-cap.

DAY #7

OBJECTIVE #1: To deal with any loose ends and unfinished business from Day #6

Take some time to discuss, re-act, to evaluate, process, and internalize the previous day's experience.

OBJECTIVE #2: To introduce the idea of non-verbal communication and its implication for the counseling process

Provide counselor trainees with cognitive input on non-verbal communication. The following might be used as the basis for a lecturette:

Body Signals (on the part of the client)

Positions of the body reflect how a person is feeling. Take notice of them. Julius Fast says a good listener will often unconsciously copy the posture of the person talking. He will steer the conversation along with proper facial and head movements.

Be observant. When someone feels uncomfortable or threatened, he may shrink his head as though hiding. He may fold his arms over his stomach or genital area and cross his legs. These conditions may also indicate that he is depressed.

Many jerky movements may indicate frustration.

Always looking away may mean he does not really want to face up to the situation or that he would rather not see or be seen.

Folding of the arms sometimes means he doesn't want to accept another's point of view or may mean he is insecure and is defending himself.

Body positions alone usually cannot tell you how a person feels. It provides a good clue when you tie it together with what a person is saying, his tone of voice, and his facial expressions.

Body Signals (on the part of the counselor)

Don't forget the counseling encounter is a two way street! Just as you're keying in on what the client is "physically saying", he is tuning in on what your body is saying! The client will know you're "with him" if you. . .

A. Maintain eye and facial contact
B. Are conscious of your own body positions and movements--hands, head, and shoulders--and how they may affect him.

You might want to have them read selected excerpts from Julius Fast's book, "Body Language," and/or use the following exercises from the Handbook(s) of Structured Human Relations Experiences:

A. Volume I, page 109
B. Volume II, page 102
C. Volume III, page 105

Day #7 (Cont.)

OBJECTIVE #3: To describe and interpret the "physical" things a counselor does to facilitate communication

Use role playing in the following situations. Be certain to emphasize the need to focus, discuss, describe, and interpret non-verbal communication and it's role in the counseling encounter.

Problems

A. Ask participants to write down some problems of their own or of somebody they know.
B. Pair off.
C. Decide who is to be counselor and client. The client plays the problem he wrote down.
D. Regroup and discuss what went on. What were some of the things you liked about the way the other person handled the problem? What would you have liked him to do differently? Where did you feel you got stuck?
E. Pair off again and reverse roles.
F. Repeat discussion process.

Boy-Girl Problems

Trainers should come prepared with a number of different boy-girl problems, including pregnancy, to be role-played. You want to emphasize that the counselor is there to help the person explore the situation and possible alternatives, not moralize or express the counselor's values. Again, remember to focus on the non-verbal kinds of things each role player does to facilitate or hinder communication.

DAY #8

OBJECTIVE #1: To provide program participants with a resource person from a rehabilitation center

Arrange for a representative from a licensed rehabilitation center to visit your school. If possible, have him bring several people who are currently involved in their rehab program. (See your Area Substance Abuse Specialist for information.)

Prior to the drug consultant's visit, confer with him regarding his presentation, specifically:

A. That he is providing consultant services for students involved in a program focusing on facilitative training; his role is to prepare students for counseling in drug related areas.
B. From your point of view, heavy involvement with drugs is symptomatic behavior rather than causative.

Try to have your trainees experientally involved with the consultant. For example, break into small groups. Role play situation in which peer group counselor trainees are 'counselors' and drug resource consultants are problem presenting 'clients'. Re-group for discussion. Role play, with your people as counselors before the large group. Be certain to provide for closure, follow-up, and feedback.

DAY #9

OBJECTIVE #1: To provide for follow-up to Day #8

It is important that you take the time to allow the participants to provide you with follow-up and feedback on their interaction with the drug consultant. It is important that they have the opportunity to share perspectives and process the experience.

OBJECTIVE #2: To provide peer counselors with an opportunity to clarify their value orientation and how it can affect the counseling relationship. To focus in on prejudice and stereotyping.

RATIONALE: To make the counselor trainees aware of how their own value system might get in the way of the counseling relationship.

Refer to Simon's "Values Clarification"--Stratey #48, page 281, "The Fall Out Shelter Problem." Use the variation on page 285.

After the groups have arrived at a consensus (See Appendix #13.) regarding those individuals to be saved, have each group appoint a "negotiator." Have the negotiators meet in the center of the room. The purpose of the negotiations is to have your entire training group arrive at consensus through negotiation.

Every three minutes call "Conference." At this time, the groups can provide their negotiator with guidelines to use in his decision making at the conference table, or decide to replace him with another negotiator. Continue the negotiations until a consensus is reached.

Be certain to allow time for taking a look at "what happened" in terms of group process. How the negotiators felt about being in that role, and how the advisors felt in being able to influence decisions by being in an advisory capacity, etc.

DAY #10

OBJECTIVE #1: To review the components of the helping relationship

Before you get started, make arrangements to meet in another location--a nearby park, a comfortable community or private facility. It will help to change the pace!

Review the components of the helping relationship with participants. "Is Help Helpful or a Key Role of Leadership," by Jack Gibb might be a useful point of departure for this discussion.

OBJECTIVE #2: To provide a comparison of facilitative and non-facilitative counseling strategies

Here is another opportunity to present, discuss, and review general counseling skills with your peer counselor trainees. (See Appendix #'s 14, 15, 16, & 17.) Using the Counseling Observation Form, provide your participants with the kinds of things that facilitate communication and those things that do not facilitate communication. Modeling of both can be done either by trainers or participants (preferably the participants).

Break into triads (groups of three) and have each triad member have the opportunity to play the role of counselor, client, and observer. The role of the observer is to focus on those things facilitated the interaction.

DAY #11

OBJECTIVE #1: To use tape recording (video tape) as a feedback strategy to make peer group counselors aware of their own facilitative style

RATIONALE: Each of us is his own best critic. Using tape recording (video tape) gives us the chance to hear (and see) ourselves as others hear (and see) us.

If tape recordings were made in conjunction with the screening and selecting of peer group counselors, play tapes of only those counselors who are being trained. Have them critique themselves, focusing in on what facilitated their interaction. (You might use the counselor observation forms you used to rate the tapes initially.)

Another possibility is to have the Drama Department provide kids who have been rehearsed, present real problems that they or someone they know has been faced with. Tape these interviews. Play them back and provide for group discussion and critique by not only other counselors but by the 'clients' as well.

This might also be a good opportunity to show appropriate films and/or tapes that your Area Drug Resource Specialist can provide you with, e.g., "Social Seminar" films.

DAY #12

OBJECTIVE #1: To provide peer counselor trainees with an experience with a group of peer group counselors from a predominantly different culture

This is an opportunity to increase your trainees exposure to peer counselors who have already been trained and are operating a rap room. In this instance, however, it is to your distinct advantage to provide your peer group counselors with previously trained counselors from a school that has a predominantly different cultural make up. (Refer to Day #6 for guidelines for setting up such an experience.)

Within the framework of group process, attention should be focused primarily on cultural differences and similarities.

DAY #13

OBJECTIVE #1: To provide peer group counselors with a variety of perspectives regarding the problems that kids face and how the community deals with them

Contact your Area Drug Resource Specialist for the purpose of having him provide consultants from community agencies. For example, Youth Services Mental Health Association, Jewish and Catholic Family Services, Switchboard, Place North, Place South, etc. It would be desireable and interesting to have representatives from several agencies on the same day, but each with a different point of view. (See the Substance Education Program Manual for possible topics to be explored, pages 72-73.)

After a presentation is made to the total group, have each consultant work with a small group so that the participant's experience with the consultant can be more personalized. This can be accomplished by either rotating consultants and groups and/or provide for role playing with the consultants.

DAY #14

OBJECTIVE #1: To provide peer group counseling trainees with information and input regarding the referral process

RATIONALE: Peer group counselor trainees should be made aware of the fact that some individuals they counsel may have problems to heavy for them to handle.

It certainly is no reflection on a peer group counselor if he considers it necessary to provide a counselee with information regarding referral to either another peer counselor, peer counselor trainer, or outside agency. (Obtain a list of liscensed, authorized agencies from your Area Drug Resource Specialist.)

This is also the case if the counselor is emotionally involved in a particular type of problem. If he or someone close to him has a similar problem, it might be wiser to call in another peer group counselor.

The importance of behaving professionally and ethically in this regard cannot be over emphasized.

OBJECTIVE #2: To provide for closure, i.e., to summarize the goals and objectives of training

RATIONALE: To highlight what the person seeking help expects of a counselor.

A. Break the large group into small groups.
B. Have participants list what they see themselves doing and what they do not see themselves doing in a counseling situation.
C. Regroup and report the outcome of small group lists. These results can be used to develop "The Role of a Peer Group Counselor." This more formalized statement of expectations can serve as a point of departure in further discussions and training.

OBJECTIVE #3: To visit an ongoing peer group counseling program

RATIONALE: To provide peer group counselor trainees with an experience so that they will feel more comfortable in setting up their own rap room.

Make prior arrangements through your Area Drug Resource Specialist to visit and participate in an ongoing peer group counseling program.

DAY #15

OBJECTIVE #1: To further develop group cohesiveness

OBJECTIVE #2: To develop trust among group members

OBJECTIVE #3: To further understanding of self and others

OBJECTIVE #4: To obtain a broader perspective of counselors outside of the counseling relationship

OBJECTIVE #5: To increase the degree and amount of self-disclosure among group members

The objectives specified can best be accomplished by:

HAVING A POT LUCK PARTY AND LETTING IT ALL HANG OUT!!!

FOCUS: To provide follow-up training experiences for those involved in the peer group counseling program.

OBJECTIVE #1: To orient the trainer as to the manner in which follow-up training is going to take place

For the past 15 days, you've been involved in an intense learning experience. Now your peer group counselors are ready to assume counseling responsibilities. You don't think so, eh? Well, you're going to have to kick your fledglings out of the next and let them fly on their own!!

For better or for worse, it's time to open up your rap room. Hopefully, all your furnishings have arrived and decorating is completed. (Remember the "Rule of the 6 P's?") If not, you'll just have to make do.

In conjunction with opening up your rap room, ongoing training is a necessity. One way is to divide your training group in two. The two groups will, on alternate days, man the rap room and undergo follow-up training. The follow-up training model presented will be based on the assumption that:

A. Two hour time blocks will continue to be available.
B. While one group is receiving follow-up training, the other is counseling.
C. You will need to provide 15 two hour training sessions until the end of the quimmester.
D. The follow-up training sessions will incorporate the ongoing experiences of the counselors and should be aimed at meeting <u>their</u> needs.

You are, therefore, provided with a wide range of follow-up training experiences. Have your kids help you pick and choose.

OBJECTIVE #2: To provide participants with continuous opportunities for growth and awareness

NTL--20 Exercises for Trainers--numbers 7, 8, 11, 12, and 13.
NTL--20 Exercises for Classroom Teachers--numbers 1, 6, 11, and 20
Structured Experiences in Human Relations, (Univ. Assoc.) numbers--21, 45, 70, 13 99, 17, and 58.

OBJECTIVE #3: To provide ongoing opportunities for improving communications skills

NTL--20 Exercises for Trainers--numbers 3 and 6.
NTL--20 Exercises for Classroom Teachers--numbers 5, 12, and 14.
Structured Relations in Human Relations--numbers 18, 22, 28, 44, 72, and 61.
Hinds Manual--pages 4, 11, 17, 21, 32, 40, and 46

OBJECTIVE #4: To aid in developing problem solving and decision making skills

NTL--20 Exercises for Trainers--number 1.
NTL--20 Exercises for Classroom Teachers--numbers 3, 4, 8, 10, 13, and 15
Univ. Assoc.--numbers 11, 30, 64, 77, 12, 31, 53 and especially 40.
Hinds Manual--page 77.

OBJECTIVE #5: To provide experiences to help trainees clarify their values

NTL--20 Exercises for Trainers--number 5.
NTL--20 Exercises for Classroom Teachers--number 18.
Univ. Assoc.--number 74.
Hinds Manual--page 59.
Simons, "Value Clarification"--your best bet.

OBJECTIVE #6: To develop small group guidance skills and techniques

See your Drug Resource Specialist regarding developing small group guidance techniques. (i.e., Magic Circle)

APPENDIX

1. Performance Contracting
2. Faculty Information Sheet
3. Memo to Students
4. Scheduling
5. Letter to Faculty (for non-quin program)
6. Objective Assessment Strategies
7. Subjective Assessment Strategies
8. Open Ended Discussion Topics
9. Counseling Observation Form
10. Parental Permission Form
11. Role Playing
12. Styles of Counseling (Questionnaire)
13. Decision by Consensus
14. Counseling Skills—Facilitative
15. Counseling Skills--Constructive Openness
16. Counseling Skills--Communication Skills
17. Counseling Skills--Feedback

APPENDIX 1

PERFORMANCE CONTRACTING

Given the possibility that total responsibility is delegated to you to develop and implement your school's peer counseling program, you might use an approach titled, "The Creative Use of Other People's Power," or, "The Best Defense is a Good Offense."

This approach embodies the essentials of Performance Contracting. Now, you ask, "What does this have to do with my school's Peer Counseling Program?" The answer is, "Everything!" If you are not given specific enough guidelines, you provide your supervisors with the frame of reference you are going to work from. Let them then decide whether or not your frame of reference is appropriate.

To assist your supervisors in deciding that your frame of reference is appropriate, provide them with the following in a POSITIVE way:

1. A Purpose--the reason for providing a performance contract
2. A Rationale--the justification of having a Peer Group Counseling quinmester course
3. Objectives--what you realistically expect to accomplish taking into account your skills and your school's environment
4. Methodology--what techniques, strategies, and materials you will utilize to accomplish your stated objectives
5. Assessment-Rationale/Methods--the "whys" & "hows" of determining the relative success of your efforts
6. Your Role as Peer Counselor Trainer--what you will and will not be responsible for as developer and implementor of your program
7. The Role of your Supervisors--in a POSITIVE way, delineate the kinds of administrative assistance and support you will need
8. An "Opt-Out" Clause--a statement to the effect that if those individuals in positions of authority are not satisfied with the results of your program, you agree to relinquish your responsibilities

APPENDIX 2

PEER COUNSELING

FACULTY INFORMATION SHEET

(Note: This was an Information Sheet used in a "non-quin" school. It is provided for your reference; as a model for what your letter to the faculty might look like.)

PURPOSE

The Peer Counselor Training Program has been initiated at school in an effort to comply with the recent School Board Mandate to establish such a project.

SELECTION OF POTENTIAL PEER COUNSELORS

Factors considered in the selection of a core group of 12 students to be trained as Peer Counselors consisted of a variety of objective and subjective criteria. Volunteers were solicited in an effort to represent a variety of ethnic and grade level backgrounds. Test measuring "self-concept" and "openness" were administered and teacher recommendations (both positive and negative) were sought. Minimal levels of past academic performance and availability in terms of time, effort, and commitment for prospective peer counselors were determined.

The above factors limited the initial group of 101 students who either volunteered or were recommended down to 30 students who were then interviewed in groups of four and subjectively rated by the coordinators on five personality characteristics considered to indicate potential as "helping persons." A final check of the 12 most promising students indicated that none of them had been turned in among the "non-recommended" groups, submitted by the faculty, and a random sampling of student opinion indicated more favorable than unfavorable responses toward them.

PROPOSED TRAINING SCHEDULE

Parental permission slips were obtained and the first training sessions for the 12 Peer Counselors was held on January 4, 1973. As stated at the last faculty meeting and indicated in three mailbox memos, these students will be missing one period per week from each class through the month of January. The training sessions are scheduled during first, second, and third periods on Tuesdays, and fourth, fifth, sixth periods on Thursdays. The published schedules will be adhered to as strictly as possible in order to avoid interfering with teacher planning in classes which the Peer Counselor trainees attend. Should it become absolutely necessary to re-schedule a training sessions due to the unavailability of outside consultants during the planned schedule, teachers and students involved will be notified as early as possible and no later than 24 hours ahead of the re-scheduled time period.

At the end of January, the Principal will decide, after considering recommendations from the co-ordinators, whether training is to be terminated or continued on a less intensive basis. The Principal will also determine at this time whether, if possible, additional volunteer faculty members will become involved in training with this program.

It should be noted that Peer Counselor trainees have agreed to assume the responsibility for making up work missed in classes due to training either prior to or as soon as possible after training depending on the wishes of the teachers involved. The co-ordinators will consistently remind students of this responsibility and request to be notified immediately if this is not carried out. We would also like to be informed of any problems encountered by these students in your classes as we will be working closely with them and do not want them to suffer academically due to participation in this program.

OBJECTIVES OF TRAINING

The objectives in training Peer Counselors will consist of selected methods of teaching: (1) Good listening skills; (2) Development of heightened awareness of verbal and non-verbal behavior on the part of self and others; (3) Methods of establishing a non-threatings and concerns; (4) Ways of responding, including feedback and clarification, which encourage self-growth on the part of the client; (5) Awareness of means to determine when professional counseling is needed; (6) Information as to existing sources of approved counseling services for students needing more extensive help; and other skills as deemed necessary by the needs of the Peer Counselor Trainees.

METHODS TO ACHIEVE OBJECTIVES

Methods of training will consist primarily of intensive supervised practicum experiences and seminars. In addition, workbooks of useful printed matter are being compiled for use by Peer Counselor Trainees as supplemental information.

ULTIMATE LONG-RANGE GOALS

It is hoped by the co-ordinators that the ultimate peer counseling program to be worked out with the Principal will assist and complement the existant guidance services at Miami Edison in several ways.

First, it may offer increased availability of counseling services (at least on a para-professional level) not presently offered due to the overload of clerical work presently handled by members of the Guidance staff.

Second, it may provide an additional source for students desiring to talk about problems they think adults will not understand.

Third, it may affect classroom climate by providing a means for students to relieve feelings of frustration and anger rather than acting them out during classes.

CONCLUSION

The co-ordinators are deeply appreciative of the overwhelming co-operation of the general faculty in getting this project off the ground, and wish to extend a personal note of thanks for their interest and help.

We hope that you will continue with your support and helpful suggestions.

APPENDIX 3

M E M O R A N D U M

TO: All students

SUBJECT: PEER-GROUP COUNSELING TRAINING PROGRAM

Beginning next week, a program for training PEER-GROUP COUNSELORS will be part of the counseling service at _____ School. Peer Group Counseling is a chance for students to counsel other students. Can you be a helping person? Would you like to be the type that others will come to when they need to talk? Would you like to be in a program where you can be trained to help other students?

We are looking for volunteers to be trained in counseling skills and in ways of communicating with other people.

We are planning to open a "rap" room where students can come to talk with peer-counselors. If you are the type who would like to listen to others' problems and try to help ---- Give your name and section to Mr. Jones in the Guidance Office sometime today or tomorrow.

If you want more information about Peer-Group Counseling, see Mr. Jones and he will answer your questions.

REMEMBER* THERE MAY BE A FELLOW STUDENT WHO NEEDS YOU TO TALK TO ABOUT THINGS HE THINKS ADULTS WILL NOT UNDERSTAND.

If you would like to be a helping person, sign up for the training program today.

APPENDIX 4

SCHEDULING

If the students in your peer group program do not have regularly scheduled hours for training and need to be pulled out of classes for training you will probably run into some problems with teachers.

One way of minimizing this is to stagger the training times. For example - periods 1, 2, and 3 on Tuesday and periods 4, 5, and 6 on Thursday. In this way, students being trained as peer group counselors would miss only one period of a class per week. (At least 4 weeks of training)

If you find that 6 hours a week is more time than you, your students or your school can devote to the program, a 2 hour block, once a week could still be sufficient to run a worthwhile program. Under this kind of arrangement, consider opening up a Rap Room after 24 hours of training. After your counselors have been faced with actual experience, the ongoing training will be more effective.

No matter what kind of training schedule you use provide your kids with passes which indicate their training schedules. This will minimize teacher - student hassles.

Note:

In a voluntary program (as opposed to a quin) don't be surprised if your drop out run as high as 50%.

NEED FOR PERFECT ATTENDANCE

Consider notifying trainees in the voluntary program that if they miss more than 3 training sessions they will not be able to be properly trained and that this can be grounds for dropping them from the program.

APPENDIX 5

LETTER FROM THE PRINCIPAL TO TEACHERS
WHO HAVE PEER COUNSELORS IN THEIR CLASSES

(For Use in a Non-Quin Program)

DATE:

TO: _____

FROM: _____, Principal

SUBJECT: PARTICIPATION OF _____ IN THE PEER COUNSELING TRAINING PROGRAM

The student(s) listed above have been selected by Mr. Smith and Mrs. Jones to participate in the Peer Counseling Program mandated by the Dade County School Board.

The training program, an intense learning experience, is aimed at teaching the students certain facilitative and communications skills. In order that they are successful, Mr. Smith and Mrs. Jones have invested their time, effort, and energy. However, the success of this program ultimately relies on the degree of faculty support, cooperation, and interest.

In speaking with Mr. Smith and Mrs. Jones, they have assured me of their committment to cooperate with you regarding theffulfilling of academic responsibilities of the student(s) involved. The student(s) have an obligation to notify and arrange, prior to their excused absence, to be responsible for ANY activity that takes place on the days of their absence. Mr. Smith and Mrs. Jones ask that you personally contact either of them if a Peer Counselor fails to meet his or her responsibilities. At the same time, I fully expect your cooperation regarding the excusing of students, at exactly the specified time, so they can participate in the training program.

Thank you for your cooperation in helping to make the Peer Counseling Program a success.

APPENDIX 6

OBJECTIVES ASSESSMENT STRATEGIES

1. 16 P. F. Institute for Personality and Ability Testing
   1602 Coronado Drive
   Champaign, Illinois 61820 (Sample Kit: Approx. $2.50)

2. Rokeach Dogmatism Scale (Attached) (In scoring this scale, add four to each answer. Lowest score is better than high score.)

3. Carkoff Empathy Scale (Sussman - Adaptation)

4. Substance Abuse Education Manual, Pages 69 and 70.

ROKEACH DOGMATISM SCALE

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1:	I AGREE A LITTLE	-1:	I DISAGREE A LITTLE
+2:	I AGREE ON THE WHOLE	-2:	I DISAGREE ON THE WHOLE
+3:	I AGREE VERY MUCH	-3:	I DISAGREE VERY MUCH

____ 1. The United States and Russia have just about nothing in common.

____ 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.

____ 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

____ 4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

____ 5. Man on his own is a helpless and miserable creature.

____ 6. Fundamentally, the world we live in is a pretty lonesome place.

____ 7. Most people just don't give a "damn" for others.

____ 8. I'd like it if I could find someone who would tell me how to solve my personal problems.

____ 9. It is only natural for a person to be rather fearful of the future.

____ 10. There is so much to be done and so little time to do it in.

____ 11. Once I get wound up in a heated discussion I just can't stop.

____ 12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

___ 13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

___ 14. It is better to be a dead hero than to be a live coward.

___ 15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.

___ 16. The main thing in life is for a person to want to do something important.

___ 17. If given the chance I would do something of great benefit to the world.

___ 18. In the history of mankind there have probably been just a handful of really great thinkers.

___ 19. There are a number of people I have come to hate because of the things they stand for.

___ 20. A man who does not believe in some great cause has not really lived.

___ 21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

___ 22. Of all the different philosophies which exist in this world there is probably only one which is correct.

___ 23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

___ 24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

___ 25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

___ 26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

___ 27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

___ 28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

___ 29. A group which tolerates too much differences of opinion among its own members cannot exist for long.

____ 30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

____ 31. My blood boils whenever a person stubbornly refuses to admit he's wrong.

____ 32. A person who thinks primarily of his own happiness is beneath contempt.

____ 33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.

____ 34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

____ 35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.

____ 36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

____ 37. The present is all too often full of unhappiness. It is only the future that counts.

____ 38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."

____ 39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

____ 40. Most people just don't know what's good for them.

APPENDIX 7

SUBJECTIVE ASSESSMENT STRATEGIES

INTERVIEWER'S RATING FORM

RATER:

Name: _____

Perceptions/Reactions:

Dimension	3	2	1
Sensitivity			
Uninhibitedness			
Self-confidence			
Stability			

Name: _____

Perceptions/Reactions:

Dimension	3	2	1
Sensitivity			
Uninhibitedness			
Self-confidence			
Stability			

Name: _____

Perceptions/Reactions:

Dimension	3	2	1
Sensitivity			
Unhinhibitedness			
Self-confidence			
Stability			

Name: _____

Perceptions/Reactions:

Dimension	3	2	1
Sensitivity			
Uninhibitedness			
Self-confidence			
Stability			

APPENDIX 8

PROVIDE OPEN ENDED TOPICS

1. In what way do you see peer group counseling as being useful?
2. Do you see the kids in this school as trying to be helpful or friendly?
3. What do you and your friends went out of life?
4. What can we do about helping people with their problems?
5. What can be done to improve the emotional climate of the school?

APPENDIX 9

COUNSELING OBSERVATION FORM

Indicate the number of times that the Counselor responds to the Client in the ways indicated by the two categories below:

Counselor: _____ Client: _____

_____

_____

Helping/Facilitative Responses	Non-Helping/Non-Facilitative Responses
___ Communicating caring	___ Giving advise. . . "You should . . . "
___ Showing support, acceptance, and understanding	___ Ridiculing, putting down
___ Listening by demonstrating attending behavior: eye contact, "uh-huh," yes, nodding	___ Responding in a judgemental way; developing a non-accepting climate
	___ Intellectualizing and lecturing
___ Being honest and open . . . reporting own feelings when approrpiate	___ Expressing sympathy or feeling sorry for the Client
___ Focusing on feelings . . . labeling, restating, paraphrasing, reflecting	___ Forming quick solutions for the Client's problem
___ Avoids moralizing and rejecting.... respecting feelings and attitudes	___ Asking irrelevant questions for Counselor's benefit, not Client's
___ Shows faith in ability of Client to solve own problems	___ Interrupting. . . dominating the session
___ Question which is directly related to Client's situation or problem	___ Insisting on the Client behaving by the Counselor's standards
___ Offering relevant information	___ Talking about self instead of focusing on Client
___ Helping Client see problem more clearly . . . clarifying related themes, exploring relevant aspects of the situation	___ Arguing and pressuring
	___ Probing beyond a mere request for information/clarification
___ Confronting Client when discrepancy is perceived between feeling and behavior or when Client denies, avoids, or projects responsibility for feelings or behavior	___ Denying a Client's feeling
	___ Missing the point of Client's concern or responding to something other than what he is communicating; not really listening
___ Helping explore all sides of the situation or problem	
___ Presenting alternatives and action proposals to be tested	___ Interpreting Client's behavior or feelings beyong his need or comprehension

Comments/perceptions

M. B. Sussman
M. S./C. V. MESH

APPENDIX 10

PARENTAL PERMISSION FORM

School _____

Principal _____

I understand that a program of peer group counseling is beginning at this school in which students will be trained to counsel other students. I hereby give my permission for my son/daughter to participate in the training program and take any tests and answer questionnaires as part of the training.

Parent Signature _____

Student Name _____
(Print)

Home-room section _____

APPRENDIX 11

ROLE PLAYING

Role playing is a way of providing practice for the purpose of learning certain skills. The role players assume the roles they are given and play them as they feel the person in their "role" would. There is no plot. A situation including a time, a place, and the feelings of the role players is included. Each role player will think and feel spontaneously in the situation as "it happens."

This unrehearsed enactment, using only a written discription of a person's feelings about the situation, requires skills in listening to others and sending clear messages. It requires the role players to be sensitive to what the other people are saying and doing and then react as they feel their role requires. Role players are not evaluated on their acting. It is not like a theatrical performance. The only test of good role playing is whether or not it is true to life.

People who are not playing a role, but who are observes, also have a special task. Not being tied to a role, they can observe without involvment and suggest alternatives or responses that the role players may have missed.

Finally, no one is to be evaluated in his role playing. Role playing is a way of practicing a certain skill without facing the consequences of failure or making an actual mistake.

APPENDIX 12

STYLES OF COUNSELING

Questionnaire--the purpose of this questionnaire is to help point out to you what your style is, how you operate.

INSTRUCTIONS:

In this questionnaire are ten examples of possible exchanges between counselor and students. The counselor starts each exchange. The student replies. The counselor's response to the student is presented as a multiple choice problem. You are to check the counselor response which you feel is the type of response you would be more apt to favor, if you were in the situation. The wording used may not strike you as being the best, but disregard this factor as long as the response is the same type as you would favor.

I. Counselor: How are you? I'm Jim. What can I do for you?

Student: Well, I'm not too sure. I have a situation I'm not clear about and I don't know if I should speak to my parents about it or whether I should do it on my own or speak to someone else about it, or just what. And I thought--well, I mentioned to one of my teachers and he suggested I ought to see you, so here I am.

Counselor:

1. A little too confusing to dope out all alone isn't it?
2. Well, I hope that I can help. That's what we're here for, to help you get lined up.
3. Let me get a piece of paper here. Okay, shoot! What's the story?
4. Chances are there are a lot of things to consider, there usually is.
5. Well, it strikes me that you're doing the right think here. Good planning can be a real help.

II. Counselor: All right Joan, what is it you wanted to see me about?

Joan: I wanted to talk to you about my boyfriend, what you think about whether or not I should go steady with him. My whole relationship with him is such a changeable thing. One day we are all set to go steady and the next day we want to call it all off. I think we can make a go of it, if he will be a little more considerate of my feelings. I know I'm what you call a neurotic, but why can't he help me overcome it?

Counselor:

1. Well, now I certainly can't give an answer to your situation just like that, but I do think it is clear that whatever decision you reach should be one which is the best for both of you.
2. I'd like to hear a little more about what you feel he could help you overcome.
3. I'm wondering how much of your relationship might be a way of looking for help for something inside that troubles you: the same thing that brings you to me.

4. While you say you can't get along at times, I think it may be possible to work something out. It may not be as poor a situation as it seems.
5. I gather the whole situation is a somewhat confusing one to you and one for which you want to work out an answer right away.

III. Counselor: Hi Ed, how'd the game with the upper classmen go?

Ed: Aw to hell with em. I tried to do my best, but when Joe got so darned mad when I missed the basket it just mad me--Well, I try--I do try--but when they as much as tell me that my best isn't enough, it just poins out to me more and more clearly that I'm just a sad sack.

Counselor:

1. Look Ed, have you ever just stopped to consider the source? Like the guy that got kicked in the face by the mule?
2. In other words, when someone attacks you, you tend to feel guilty about it.
3. In other words, when you did your best and he found fault, it tended to make you feel rather worthless.
4. Now look my friend, if you're going to let something like that throw you, you are a sad sack for sure.
5. Tell me, Ed, is it only in ball games that you feel that way?

IV. Counselor: I wanted to talk with you, Tom, about the difficulties that seem to exist between your group and the newspaper staff.

Student: Well if you ask me, it's high time that pack of matts got straightened out. Every time they print that sheet all they do is criticize. They run down every last thing we do. I've done everything I can to work with them. They act so superior. They ought to try to put a good foot forward for a change. But, I'll help in any way I can.

Counselor:

1. I'd like to hear your side of the story completely. Want to tell me more about it?
2. What you say about them may be true, Tom, but let's remember that we've just got to work together to exist.
3. From the way you see it, I can understand how it would be very provoking.
4. From the way you see it, then, you're pretty well justified in feeling angry, but you're willing to help.
5. I gather you resent being made to feel inferior.

V. Counselor: All right Marion, we have half an hour now. Would you like to go ahead in your own way?

Students: I don't know how to begin. It just seems that everything here is so negative. In all the classes they just tear things apart--and put nothing in their place. Now it really doesn't bother me but I like to see the good side of things. To me religion has alway meant a lot, but will all this analysis and taking things apart and explaining things mechanically, it just makes me wonder if there really is a God. And I want to see things constructively.

Counselor:

1. You feel disturbed by these destructive activities.
2. Sometimes it takes a lot of thinking to put together conflicting ideas.
3. You want to be constructive but these destructive activities stand in the way, is that it?
4. I'd like to get a little clearer idea of how this conflict works out.
5. Have you thought of the possibility of asking your teachers just how they relate the two sides? Maybe you can be helped by a more complete discussion.

VI. Counselor: Come in, what can I do for you?

Student: I'd like to get some help from you on my schedule for next semester. I've talked with several people about what I ought to take but they all tell me different things and it's so hard for me to know what to choose. I'm only a sophomore and I just don't know what is best, so I decided finally to come to someone who could give me some expert advise.

Counselor:

1. From what you're saying it seems you're somewhat confused and you feel that this is something that requires outside help. It's too hard to decide all by yourself.
2. Are you speaking now of what major field you want to get into, or what you are going to take for electives?
3. Well, now maybe if you depended a little more on yourself, on what you can do and want to do, instead of what others say, you'd get along a little better.
4. I'm wondering if your difficulty isn't more a matter of developing self-reliance than a matter of selecting courses.
5. Sure, I'd be glad to help. Sometimes it's a bit brutal getting adjusted to the high school setup.

VII. Counselor: I expect, Al, that you know why you've been sent for. Bringing cigarettes into the school was a violation of the school rules. Were you aware of that?

Student: Yes. I am aware of that and I appreciate the fact that it was a foolish thing to do. I do not intend to try to justify myself in any way. It was childish. I can understand that such things are not acceptable by the school. I had an impulse to try it and I got caught. I am ready to accept the consequences.

Counselor:

1. All right Al. I'd suggest you keep up the same attitude. I don't like to jump any more than you like to be jumped. I'll let you know what the Dean decides.
2. All right Al. I gather you wish to stand squarely on your own two feet in this matter. I'll let you know what the Dean decides.
3. You feel then, that the treatment is just. You'll be hearing from the Dean soon.

4. I hope you'll recognize that this is something the Dean's office must do and that we don't like it any more than you do. You'll be hearing from the Dean soon.
5. What's the score on this now? What the devil prompted you to do this?

VIII. Counselor at Student Union: How do you feel about coming here, Debra?

Student: I think it's wonderful! I've never had a chance like this before in all my life. People are so friendly here. Oh, of course, I realize there are others here who are just learning too, but I don't feel afraid any more. I think this school should be congratulated for providing the chance for students who might otherwise go through school as wall flowers.

Counselor at Student Union:

1. That's great Debra. I'm glad you're getting so much out of it.
2. You'll probably simmer down a bit as it becomes old stuff to you, but it's sure fun now, isn't it?
3. Keep at it Debra, you're on the right track.
4. I'm wondering whether this same feeling is carrying over into other areas of your life.
5. Feeling pretty pleased and grateful, is that it?

IX. Dormitory Counselor: How are things coming along, Joe?

Student: Okay, I guess, except for that new roomate I got stuck with. He thinks he knows everything--a big shot. But I'll figure out some way to handle him. And he'll know he's been handled too. I'm not taking any stuff from a peanut like that.

Dormitory Counselor:

1. You feel you must be out in front of him, that it's really important to you to be the better man, isn't that it?
2. Do you think that's a very constructive attitude to take toward him?
3. Why should this thing be so important to you?
4. You feel pretty angry with im and want to put him in his place, is that it?
5. I see what you mean. A guy like that is a real pain in the neck.

X. Counselor: All right, Ralph, what was it you wanted to talk about?

Student: What I want to do is narrow down my vocational interests to a couple of areas where I would have financial security and yet would still give me a feeling of intellectual achievement. It seems to me that the time has come when this immature lack of direction of mine has got to be straightened out.

Counselor:

1. Just how far has your thinking gone in this problem?
2. You know where you want to go and it's time you got there, is that it?
3. That's a fine goal, Ralph. Let's see what we can do about it.

4. I expect that first we'll have to get a measure of your strengths and weaknesses and interests and then see how things stack up.
5. Um hm, I see. You're beginning to become concerned about growing up.

ANSWER SHEET

Item	E	I	S	P	U
1	5	4	2	3	1
2	1	3	4	2	5
3	4	2	1	5	3
4	2	5	3	1	4
5	5	1	2	4	3
6	3	4	5	2	1
7	1	3	4	5	2
8	3	2	1	4	5
9	2	1	5	3	4
10	4	5	3	1	2
Total					

EVALUATION:

For each item, circle on the chart the number you have checked previously. Total the number of circles in each column. Note the type of response you come up with most often.

Evaluative (E) — These involve responses which you express feelings as to rightness or wrongness of the other person or of his actions.

Interpretive (I) — Responses in which you indicate the meaning which you see in what the other person has expressed.

Supportive (S) — Responses which are reassuring and reduce anxiety.

Probing (P) — Response. designed to provide you with more information in areas you are interested in.

Understanding (U) — Responses designed to get at how the person feels to help him explore the feelings he has.

APPENDIX 13

DECISION BY CONSENSUS

INSTRUCTIONS:

This is an exercise in group decision-making. Your group is to employ the method of Group Consensus in reaching its decision. Consensus is difficult to reach. Here are some guidelines to use in reaching consensus:

1. Argue your case as logically as possible, but be open to the others' logic also.

2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.

3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching decisions.

4. View differences of opinion as helpful rather than as a hindrance in decision-making.

APPENDIX 14

COUNSELING SKILLS--FACILITATIVE

1. If what the other person has said seems important to him try to think of some feedback to give him so that he knows you want to help him. If you can't think of anything to say be willing to put up a little silence. Maybe he is trying to put his thoughts into words.

2. Stick with a topic. Wait until he seems willing to drop it before you go on to a new one.

3. If the other person has expressed feelings about a certain situation and you have experienced similar feelings wait until he has expressed himself then tell about yourself. It helps a person to know t at he is not alone in what he feels. At the same time as you express yourself you will get to understand more about the way you feel.

4. Often we don't express our full feelings. Perhaps we don't fully know our feelings. When someone is telling us something you might consider these questions.

   What is he really telling us?
   What did he mean by that?
   What kind of feelings is he expressing?
   Why does he feel that way?

5. Ask the person who is talking about himself questions which will draw him out and which will help you to understand his situation and his feelings better. He will then understand himself better. If you don't understand what he has said, ask him to explain more fully. Identify his feelings. Tel him that he seems angry, resentful, enthusiastic, happy, bossy, depressed, afraid, brave, hostile, tense, bored, etc.

6. We try to help the other person express his feelings. If we see from his expression that he has feeling about what is going on, yet he remains silent we try to help bring those feelings out in the open.

7. If someone has trouble saying something clearly we can try to help him find better words for it.

8. We don't try to force anyone to tell more than he wants to.

9. Don't feel you have to come up with a solution. Our purpose is to explore problems together. The decisions that the other person comes to must be his own. The only solutions that are good for a person are those that have a personal meaning for that person.

APPENDIX 15

CONSTRUCTIVE OPENNESS

"Rarely do two persons talk openly about their reactions to each other's actions. Most of us withhold our feelings about the other (even in relations that are very important or dear to us) because we fear hurting the other, making him angry, or being rejected by him. Because we don't know how to be constructively open we say nothing. The other continues totally unaware of our reaction to his actions. Likewise, we continue ignorant of the effect our actions produce in him. As a result many relationships that could be productive and enjoyable gradually founder and sink under the accumulated load of tiny annoyances, hurt feelings and misunderstandings that were never talked about openly."

The following points increase the probability that openness will improve a relationship rather than harming it.

1. Openness must stem from a desire to improve your relationship with the other. Openness is not an end in itslef but a means to an end. We are not open with people about whom we do not care. When attempting to elicit an open sharing of reactions to each other, try to convey that this encounter indicated that you value your relations with the other and wish to improve it because it is important.

2. Aim at creating a shared understanding of your relationship. You wish to know how the other perceives and feels about your actions. You wish him to know how you perceive and feel about his actions. each of you, thus, will view the relationship from more nearly the same viewpoint.

3. Recognize that openness involves risk-taking. You cannot receive a maximum guarantee with minimum risk. Your willingness to risk your self-esteem, being rejected or hurt by the others, etc., depends upon the importance of the relationship to you. Likewise, you cannot ask that the other guarantee not to become angry or feel hurt by your comments. The important point is that you are willing to risk his being himself--whatever he feels--in the effort to make the encounter into a learning situation for both of you.

4. Although the discussion may become intense, spirited, angry, or tearful, it should be noncoercive and not an attempt to get the other to change. Each should use the information as he sees fit. The attitude should not be "Who's wrong and who's right?" but "What can each of us learn from this discussion that will make our working together more productive and more satisfying?"

   As a result of the discussion one, both, or neither of you may act differently in the future. Each, however, will act with fuller awareness of the effect of his actions on the other as well as with more understanding of the other's intentions. Any change, thus, will be self-chosen rather than to placate or submit to the other.

5. Timing is important. Reactions should be shared as close to the behavior that aroused them as possible so that the other will know exactly what behavior is being discussed. For example, behavior during the encounter itself can be mommented on. (e.g., "What you just said is the kind of remark that makes me feel pushed away.")

6. Disturbing situations should be discussed as they occur rather than saving up massive accumulations of hurt feelings and annoyance and dumping them on the other all at one time.

7. Paraphrase the other's comments about you to make sure you understand them as he intends them. Check to make sure the other understands your comments in the way you intend them.

8. Statements are more helpful if they are. . .

   . . .Specific rather than general. "You bumped my cup." rather than "you never watch where you're going."
   . . .Tentative rather than absolute. "You seem unconcerned about Jimmy." rather than, "You don't give a damn about Jimmy and never will."
   . . .Informing rather than ordering. "I hadn't finished yet." rather than "Stop interrupting me."

9. Use perception-checking responses to insure that you are not making false assumptions about the other's feelings. "I thought you weren't interested in trying to understand my idea. Was I wrong?" "Did my last statement bother you?"

10. The least helpful kinds of statements are those that sound as if they are information about the other person but are really expressions of your own feelings coming out as. . .

    . . .judgments about the other. "You never pay any attention."
    . . .name-calling, trait labelling: "You're a phony." "You're too rude."
    . . .accusations--inputting undesirable motives to the other. "You enjoy putting people down." "You always have to be in the center of attention."
    . . .commands and orders. "Stop laughing." "Don't talk so much."
    . . .sarcasm. "You always look on the bright side of things, don't you?" (when the opposite is meant)

11. The most helpful kinds of information about yourself and your reactions are. . .

    Behavior descriptions: reporting the specific acts of the other that affect you.
    "You cut in before I had finished my sentence."

    Describing your own feelings:

    "I feel blue." "I like what you just said."

You should try to describe your feelings in such a way that they are seen as temporary and capable of change rather than as permanent attitudes. For example, "At this point I'm very annoyed with you." rather than "I dislike you and I always will."

John L. Wallen
Northwest Regional Educational Laboratory
1968

APPENDIX 16

COMMUNICATION SKILLS

Here is a list of interpersonal communication skills:

1. Paraphrasing or active listening - Testing how well you understand another person's comment by trying to put his ideas into your own words.

2. Perception checking - Checking your understanding of the feeling expressed by another by transforming his expression of feeling into a tentative description of feeling.

3. Expressing feeling - Using words which identify feelings without describing your emotional state. ("Oh, shut up")

4. Describing feelings - Using words which identify feelings by describing your emotional state. (When you talk like you know it all, it makes me blow my cool)

5. Giving feedback - Reporting observations of and reactions to another's behavior.

6. Receiving feedback - Asking another for and hearing observations of and reactions to your own behavior.

Trust, risk taking, mutual caring and good communications skills are conditions that support open communications. When another person takes the risk of sharing with us, our response to him is very important. His feeling of worth and dignity as a person increases, as well as his sense of equality if there is:

Active, attentive listening - Responsive listening, not just silence.

Paraphrasing - Testing to insure the message you received was the one he sent.

Perception check - Showing your desire to relate to and understand him as a person by checking your perception of his inner state; showing acceptance of feelings.

Seeking information to help you understand him - Questions directly relevant to what he has said, not ones that introduce new topics.

Seeking information to help you understand him/her - Questions that are directly relevant to what he said, not ones that introduce a new topic.

Offering information relevant to the other's concerns - He may or may not use this information.

Sharing information that has influenced your feelings and viewpoints.

Directly reporting your own feelings.

Offering new alternatives - Action proposals offered as hypotheses to be tested.

(List examples from your own personal experiences with students, situations, and statements, that illustrate 5 of the 6 interpersonal communication skills listed in the study sheet.)

APPENDIX 17

FEEDBACK

"Feedback" is a way of helping another person to consider changing his behavior. It is communication to a person (or a group) which gives that person information about how he affects others. As in a guided missile system, feedback helps an individual keep his behavior "on target" and thus better achieve his goals.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to respond defensively.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said, and I felt forced to accept your arguments or face attack from you."

3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.)

7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.

8. When feedback is given in a training group, both giver and receiver have opportunity to check with others in group the accuracy of the feedback. Is this one man's impression or an impression shared by others?

Feedback, then, is away of giving help. It is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions and it is a means for establishing one's identity--for answering who am I?

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